

Arts Integrated Lesson Plan



ART FORM:
Visual Art



SUBJECT AREA:
Reading/English Language Arts

Lesson Title:
Art elements and reading

Grade:
K

Contributor, School:
Shelley Johnson, Drew and Potomac Elementary Schools

Time Frame:
Four 35–40 minute sessions

State Curriculum Content Standards, Indicators, Objectives

Visual Art Content Standard(s)

1.0 Perceiving and Responding:
Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Reading/English Language Arts Content Standard(s)

1.0 General Reading Processes
Topic D: Vocabulary
Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary

Writing

4.0 Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Listening

6.0 Students will demonstrate effective listening to learn, process, and analyze information.

Visual Art Content Indicator(s)

1.1 Identify, describe, and interpret observed form.

3.1 Create images and forms from observation, memory, imagination, and feelings.

3.2 Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.

Reading/English Language Arts Content Indicator(s)

Vocabulary

1.D.1 Develop and apply vocabulary through exposure through a variety of texts

Writing

4.4 Identify how language choices in writing and speaking affect thoughts and feelings

Listening

6.1 Demonstrate active listening strategies

6.2 Comprehend and analyze what is heard

Visual Art Content Objective(s)

1.1.a Describe colors, lines, shapes, and textures found in the environment.

Reading/English Language Arts Content Objective(s)

1.D.1.a Acquire new vocabulary through listening to and reading a variety of texts on a daily basis.

4.4.b Acquire and use new vocabulary.

1.1.b Represent observed form by combining colors, lines, shapes, and textures. 3.1.c Create artworks that explore the uses of color, line, shape, and texture to express ideas and feelings. 3.2.b Identify color, line, shape, and texture in artworks that convey what they see, know, and feel.	6.1.a Attend to the speaker. 6.2.a Determine a speaker's general purpose. 6.2.b Identify rhythms and patterns of language, including rhyme and repetition. 6.2.d Follow a set of two- or three-step directions. 6.2.e Listen carefully to expand and enrich vocabulary.
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Objective(s) (Connecting the content areas)

Students will have a rich combined exposure to the art of language and the language of art. This will be accomplished through literature by applying the Artful Thinking Routine (in response to book illustrations) and the creation of individual and group art pieces. Each exercise will enrich and integrate student understanding of how art, language, and literature are interwoven. (For information about the Artful Thinking Routine, see <http://www.visionsonlearningdifferences.com/main3.html>.)

Key Arts Vocabulary

Color: red, blue, green, purple, orange, yellow

Texture: rough, smooth, bumpy

Line: zigzag, curvy, straight, horizontal, vertical, wavy

Shape: circle, triangle, rectangle, square, oval

Key Reading/English Language Arts Vocabulary

tall, grass, fuzzy, moon, caterpillar, snake

Prior Knowledge Students Need for This Lesson

Arts

- Students should have practiced breaking down a print based on the art elements.
- Students should be familiar with the Artful Thinking Routine whereby they See, Think, and Wonder about a particular print.
- Students should have had the experience of transferring what they have learned from a print into a related art activity.

Reading/English Language Arts

- Skill at decoding words
- Recognition of familiar sight words
- Ability to apply thoughtful listening skills to storytelling

Materials and Resources

Materials and Resources for the Class

Lesson on Color

- Miscellaneous colored papers
- Color chips from paint store

Materials and Resources for the Teacher

- 4'x4' pre-constructed color wheel for the lesson on color
- Teacher-selected art prints or overheads (e.g., Hans Hoffman for Color; print of Navaho rug for Line; *Tall, Tall Grass* illustrations for Shape)
- For experiencing texture and doing rubbings, a variety of textured

<p>Lesson on Line</p> <ul style="list-style-type: none"> • String • Rope <p>Lesson on Shape</p> <ul style="list-style-type: none"> • 5'x6' bulletin board paper • Tempera paint • Construction paper (colors similar to colors in the book) • Crayons • Scissors • Glue • Brushes • Colored tissue paper <p>Lesson on Texture</p> <ul style="list-style-type: none"> • Newsprint • Crayons 	<p>objects, including fabric</p> <ul style="list-style-type: none"> • Paper for rubbing collage • Markers • Chart paper • <i>Tall, Tall Grass</i>
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Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

Lesson 1: Color

- Students observe an abstract piece of art with lots of colors (e.g., Hans Hoffman).
- Students identify the colors in the painting.
- The teacher records color words on chart paper using a different color marker for each color.
- Students use color chips purchased at a hardware store to expand the color wheel.
- Students use the color wheel to radiate chips out into reds, blues, yellows, etc.
- Students distinguish between different shades of red: darker, lighter, more orange, etc.
- Students hold a discussion based on their reasons for the placement of the color chips on the color wheel.
- Students go back to the chart and “invent words/phrases to describe colors.” Examples: *fiery red, grassy green, marshmallow white*, etc. Students call upon their background knowledge as they create these color words.
- Follow-up: Students contribute a variety of collage materials and appropriately place them in this group-constructed color wheel.

Lesson 2: Line

- The teacher provides an art print with a variety of lines (e.g., *Native American Rug*)
- Students identify different lines in the print.
- The teacher lists the identified lines on chart paper and draws the line beside the corresponding word.
- Students use their bodies to create and demonstrate a variety of lines.
- Students glance around to identify existing lines inside and outside the classroom.
- Students work independently or in small groups to create a piece of artwork that emphasizes lines.

Lesson 3: Shape

- The teacher reads *The Tall, Tall Grass* by Denise Fleming to the students,
- Students are invited to pay special attention to the shapes of the creatures in the story,
- The teacher and students generate a list of creatures in the story.
- Incorporating recall, students and the teacher generate a list of animals in the book.
- The teacher records an animal's name on chart paper, and students identify the body shapes in the animal.
- The teacher draws the shape beside the corresponding word.
- The teacher provides a demonstration of making cutouts of insects and animals, using identified shapes for heads, body, legs, ears, etc.
- The teacher inspires mural construction by showing students a large piece of bulletin board paper (5'x6') that will become a mural for student-created creatures and painted and collaged background. Witnessing

the size of the mural paper gives students a sense of the scale needed for their creatures.

- Students use construction paper to make cutouts of rabbits, snakes, bats, caterpillars, etc.
- Students paint a textured background using sponge paint techniques.
- To represent the tall, tall grass, students use the collage technique, tearing tissue paper strips and gluing them onto a mural.
- As students complete their creatures, they thoughtfully determine placement in the mural. Then they carefully glue them in place.
- All students are invited to make a second contribution to the mural.

Lesson 4: Texture

- The teacher reviews the element of texture and how it relates to the senses of sight and touch.
- The teacher provides five different art prints representing a variety of textures.
- Students carefully and thoughtfully view each print.
- Students are given a large piece of drawing paper to be divided in six sections.
- Students are provided with black crayons.
- The teacher demonstrates how to draw different kinds of textures (e.g., stippling, crosshatching, lines close together).
- By referencing the exhibited prints, students identify a texture they want to duplicate and draw it in one of their six spaces.
- After students complete this task, they share descriptions of their textures.
- Using paper and various textured objects, the teacher demonstrates how to do a texture rubbing.
- Students select a texture from the teacher's collection and/or from around the classroom and do a texture rubbing.
- Students create an individual picture/collage by cutting up and gluing and placing textured pieces.
- Students write about where they found the texture and what it represents.

Closure/Summary

Color, line, texture, and shape can be found in the classroom, on clothing, and in the outside world.

Students look around and identify these elements as they exist around them.

Assessment (Description/Tools)

An observational game can be executed in the form of a chant.

Taking one element at a time, the teacher guides students to choose examples of that element to include in the chant. In addition, to further language development, students are encouraged to add vivid adjectives to their identified elements.

"I look around

I look around

What do I see?

I see a _____ (line or color or texture or shape) of/on a _____ [Example: I see a red color on the flag]

That's what I see

All around me"

Lesson Extensions

- Continue the use of the chant during transitions and short wait times.
- Set up a center with samples of textures, colors, shapes and lines. Each sample is labeled with a letter. Students identify the element and add a descriptive word that corresponds to that sample.